

Leadership

II. GOALS AND OUTCOMES:

A. ANNUAL GOAL

Will demonstrate ability to take on leadership power and team empowerment by steering a group of 3 students to create a lesson to be presented to 4th graders on an assigned topic

B. SHORT-TERM LEARNING OUTCOMES

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines	Progress on Outcome
1. Will demonstrate team problem solving techniques by employing brainstorming to allow members to present their ideas.	Will encourage others to share their ideas aloud in an effort to come to a consensus about the lesson to be taught.	Teacher observation. Peer evaluation.	At the conclusion of the second semester.	
2. Will encourage all group members to contribute equitably to the shared goal of defining/determining the lesson.	Will allow all team members to contribute their ideas by asking them to submit written responses to be assessed/judged by all group members.	Each group member will submit at least 2 written suggestions. Teacher observation, Peer assessment.		

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II. GOALS AND OUTCOMES:

A. ANNUAL GOAL

Appropriate communication, active listening, supportive feedback will balance assertive communication.

B. SHORT-TERM LEARNING OUTCOMES

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines	Progress on Outcome
1. As a leader in a group situation, will identify and direct the communication needs for problem analysis and solutions.	Direct time for all team members.	Teacher observation. Peer assessment		
2. Will direct time to empower all members to contribute equitably.				

Leadership Skills

II. GOALS AND OUTCOMES:

A. ANNUAL GOAL

Will develop her leadership skills through participation in 2 extracurricular activities involving community service.

B. SHORT-TERM LEARNING OUTCOMES

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines	Progress on Outcome
1. Will select at least two activities to join, and join	2+ clubs joined	Continued participation	Oct Feb May	
2. Will serve as chair or officer for a club, working with gifted support as a resource		Self-assessment	Monthly	
3. Will nominate and initiate a new community service club that will include activities to support local needs	Included in list of activities club with a faculty sponsor	Regular meetings. Activities bazaars. Website presence.	Sept 30 for activities bazaar.	

Written Communication Skills

II. GOALS AND OUTCOMES:

A. ANNUAL GOAL

Will expand written communication skills for a variety of purposes, including narrative, persuasive and expository with a performance criteria of one grade level above her current grade level.

B. SHORT-TERM LEARNING OUTCOMES

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines	Progress on Outcome
1. Will develop narrative writing skills in the areas of focus, content, organization, style and conventions.	rubric score of 4.	PSSA writing rubric for narrative writing	First marking period	
2. Will develop persuasive writing skills in the areas of focus, content, organization, style and conventions.	Rubric score of 4.	4 on PSSA writing rubric for narrative writing	Second marking period	
3. Expository		4 on PSSA writing rubric for narrative writing	Third marking period	
4. Poetry				

Technology

II. GOALS AND OUTCOMES:

A. ANNUAL GOAL

Will successfully complete an online computer course, Intro to Java, scoring 85% or better on the final summative assessment.

B. SHORT-TERM LEARNING OUTCOMES

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines	Progress on Outcome
1. Modules of program. TSW learn techniques of Java	TSW used Java in cross-platform programming.	On-line assessment	Completed monthly during 2010-11 school year	85% or better
2. TSW write basic Java programs	TSW grasps key concepts	On-line assessment	Completed monthly during 2010-11 school year	85% or better

Technology

II. GOALS AND OUTCOMES:

A. ANNUAL GOAL

When participating in a unit of study, will select a topic and collect a t least ten facts from reliable sites on the Internet and produce a project. Will score proficient or advanced on the project rubric.

B. SHORT-TERM LEARNING OUTCOMES

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines	Progress on Outcome
1. Will design a graphic organizer using Microsoft Word to arrange gathered information.	Student checklist with established criteria	Review of checklist	By 11/6/10 will have completed graphic organizer.	
2. Will use google maps to establish an awareness and identify local landmarks and geographical features.	Student checklist	Review of checklist	By 12/5/10 will have completed.	
3. Will create a PowerPoint presentation to display gained data on a self-selected topic given the unit of study.	Student checklist	Review of checklist, project rubric presentation	By 1/15/11 will have completed.	
			Can be set up within one marking period.	

Oral Communication, Written Communication, Research

II. GOALS AND OUTCOMES:

A. ANNUAL GOAL

Will demonstrate effective oral communication skills on a controversial topic of interest in a classroom debate.

B. SHORT-TERM LEARNING OUTCOMES

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines	Progress on Outcome
1. Will research topic by reading various types of written materials, reference books and web sites	Document sources using Noodlebib and create a minimum of 12 note cards.	Teacher developed rubric, shared Noodlebib. Teacher observation.	Work reported by end of second marking period.	End of second marking period through SAM.
2. Will interpret and compile information to prepare written speech and formulate 3 cross-examination questions.	Completion of written speech and 3 cross examination questions.	Hard copy of speech and questions handed in, and evaluate using prer. writing rubric.	Work reported by end of second marking period.	End of second marking period through SAM.
3. Will communicate effectively to convey ideas and inform audience and convince judges using a modified debate style by delivering/presenting speech and questions.	Speech given, questions asked.	Effective communication rubric.	Work reported by end of second marking period.	End of second marking period through SAM.

Oral Communication Skills

II. GOALS AND OUTCOMES:

A. ANNUAL GOAL

Will demonstrate effective oral communication skills by presenting findings on an interest-driven inquiry researched project (on mythology).

B. SHORT-TERM LEARNING OUTCOMES

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines	Progress on Outcome
1. Will organize information to present to audience.	Will communicate an introduction, middle and ending of collected information.	Teacher developed rubric.	Work reported by end of third marking period.	At end of third marking period on Student Access Manager (SAM).
2. Will clearly convey her findings to the audience.	Will present accurate information.	Teacher developed rubric.	Work reported by end of third marking period.	At end of third marking period on Student Access Manager (SAM).
3. Will demonstrate appropriate oral communication skills as stated in teacher developed rubric.	Will speak clearly and use appropriate fluency and pacing when presenting information.	Teacher developed rubric. Teacher observation.	Work reported by end of third marking period.	At end of third marking period on Student Access Manager (SAM).

Creativity Skills

II. GOALS AND OUTCOMES:

A. ANNUAL GOAL

Will develop and refine creativity skills through the successful completion of a differentiated project

B. SHORT-TERM LEARNING OUTCOMES

Short Term Objectives	Objective Criteria	Assessment Procedures	Timelines	Progress on Outcome
1. Will improve fluency by generating multiple answers and ideas to open-ended questions.	Will master the rubric strands for fluency, elaboration, and flexibility.	Curriculum based assessment, teacher observation, teacher prepared rubric, and/or self-assessment.	Will complete at least one teacher assigned or student selected project per marking period.	
2. Will improve elaboration skills by expanding, developing, and embellishing ideas by adding details and making changes.	Same as above.	Same as above.	Same as above.	
3. Will improve flexibility by considering new and different approaches to a given problem, and by developing alternative formats for presenting information.	Same as above.	Same as above.	Same as above.	